

U.S. DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education (OVAE)
Language Assistance Plan and Procedures to Ensure Meaningful Access to
Federally-Conducted Services, Programs and Activities by Individuals with
Limited English Proficiency

[March 2013]

INTRODUCTION

Consistent with Title VI of the Civil Rights Act of 1964, the Title VI implementing regulations and guidance documents, Executive Order 13166¹, and the Department of Education's (Department) Policy Directive *U.S. Department of Education Policy Directive to Ensure Meaningful Access to Federally Conducted Services, Programs, and Activities for Individuals with Limited English Proficiency* (OCR/OCO Policy Directive: 1-102) and accompanying Plan and Procedures, the policy of the Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education is to provide meaningful access to its programs, services, and activities to persons who are limited English proficient (LEP). OVAE's Plan is intended to improve access by guiding how we provide high quality language assistance to LEP persons in a timely and effective manner.

OVAE staff will participate on the Department's Language Access Working Group and will also assist the Working Group in monitoring and evaluating the implementation of this OVAE Plan and the Department's Directive and Plans and Procedures, as requested.

LANGUAGE ASSISTANCE PLAN AND PROCEDURES

I. OVAE's Interaction with LEP Individuals

A. OVAE's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. OVAE administers and coordinates programs that are related to adult education and literacy, career and technical education, and community colleges. OVAE carries out its mission through the work of two main divisions:

1. The Division of Adult Education and Literacy (DAEL) is responsible for enabling adults to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining

¹ Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency" (August 11, 2000) requires federal agencies to develop and implement a plan to provide services to LEP persons to ensure meaningful access to programs, services and activities conducted by those agencies. This plan establishes the policy and guidance for OVAE, as required by Section 2 of Executive Order 13166. Also, *see* The Attorney General's Memorandum, *Federal Government's Renewed Commitment to Language Access* *Obligations Under Executive Order 13166* (February 17, 2011).

citizenship and participating in job training and retraining programs. OVAE's Adult Education and Literacy initiatives are designed to:

- Administer the Adult Education formula grant program to the states.
 - Provide assistance to states to improve program quality, accountability and capacity.
 - Establish national leadership activities to enhance the quality of adult education.
2. The Division of Academic and Technical Education (DATE) is responsible for helping all students acquire challenging academic and technical skills and be prepared for high-skill, high-wage, or high-demand occupations in the 21st century global economy. OVAE's Career and Technical Education initiatives are designed to:
- Administer state formula and discretionary grant programs under the Carl D. Perkins Career and Technical Education Act.
 - Provide assistance to states to improve program quality, implementation, and accountability.
 - Establish national initiatives that help states implement rigorous career and technical education programs.

Note that the work of DAEL specifically includes a focus on adult learners who are Limited English Proficient. Likewise, that of DATE includes a large but unknown number of high school students. Nevertheless, the fact that OVAE works through formula grants to states for approximately 99 percent of its work, and does not work directly with schools or adult education centers and the like, means that the responses given below are not different for the two divisions and applies to OVAE as a whole.

To carry out its mission, LEP individuals must have unhampered access to OVAE's critical documents and information. The following describes the current status and some history of OVAE's interactions with LEP individuals and communities.

- OVAE has a published telephone number and receives occasional telephone calls from members of the public. Discussions with the OVAE staffers who answer that number indicate no memory of receiving a call from someone who did not speak English during the past few years.
- OVAE responds to correspondence from the public. A combination of OVAE records and the memories of those taking care of it indicate that approximately 13,000 pieces of correspondence from the public—letters and email—are sent annually (about one third of which were correspondence from prisoners). Of these, in past three years, three were in Spanish. These three were translated using available bilingual staff. A standard response has been developed for responding to inquiries from prisoners since experience shows a similarity of questions sufficient to make such an action both effective and efficient. The standard response is modified as needed to, for example, refer to the state where a prisoner is incarcerated. The standard response will be formally put through the Department's translation process.

- OVAE does not have employees specifically assigned as customer service representatives. It does have employees assigned to answer calls coming over the office's public lines. These employees are the "point of first contact" for telephone calls.
- OVAE conducts public outreach activities, usually through its assistant secretary, a deputy assistant secretary, or a program director.
- OVAE issues public letters and announces decisions on its portion of the Department website.
- OVAE publishes a newsletter, OVAE Connection, which is issued on a weekly basis to those who subscribe. Subscription is open to any who request it. The newsletter is not translated and no requests for translations have been received during the past 30 months of its publication.
- OVAE publications are generally directed at states, local school districts, adult education centers, and community colleges and are prepared in English.
- OVAE has a Webpage on ED.Gov. OVAE has the capacity to employ social media sites such as Face Book, Twitter, or others.

II. Identification and Assessment of LEP Communities: the profile of OVAE Customers and how staff will identify those customers.

- A. **Profile of OVAE LEP Customers:** OVAE services reach over one million LEP adults and a large, but unknown, number of high school students. These services come through others in local or, sometimes, state agencies. As a consequence, much of the information about OVAE programs, services, and activities is provided by those agencies. The support provided by OVAE in CTE and adult education passes from OVAE to state agencies and then to local agencies (schools or adult education centers, typically).
- B. **Types of Interactions:** OVAE itself has rarely encountered LEP adults or students. We estimate that OVAE has received fewer than ten such calls in a year. Those callers speak Spanish. We identified such individuals when they self-identified and we responded to individual requests for language assistance when we received them. Otherwise we have not collected or recorded primary language data from individuals when they first contact OVAE. OVAE is commencing the use of the Office of Civil Rights (OCR) *Template for Record of Contact with LEP Individuals* to track the number and frequency of minority-language encounters.

Figure 1: Template for Record of Contact with LEP Individuals

Date	Name of PO Intake Staff	Language of the Individual	Type of Language Assistance Provided	Form of Communication

OVAE will track such numbers and the frequency of occurrence in accordance with subsection D below. OVAE will continue to employ self-identification by the non-English speaker, LEP individual or companion. When self-identification is not appropriate, OVAE will obtain assistance from the Department's Language Assistance Volunteers or the Department's telephonic interpretation services.

OVAE has little direct interaction or communication with the public, including the LEP public. One exception occurs when OVAE staff, usually its assistant secretary, a deputy assistant secretary, or a program director, speak with or to the public. OVAE has responded to written and oral requests for information in Spanish. OVAE has not received requests in languages other than Spanish.

When OVAE is undertaking an initiative that targets a specific population or region of the United States, OVAE will consider using the language information available through ED Facts, which contains information about the most widely used languages by state and region. When necessary, OVAE will also develop specific demographic profiles of language groups targeted for specific outreach.

C. Nationally Prominent Languages: In general, the language demographics of the LEP customers served by OVAE at a national level are consistent with languages identified by the Department in its LEP Plan and Protocols. The Department has identified the top six languages spoken at home by LEP persons age 5 years or over according to American Community Survey (ACS) 2006-2008 multi-year data. These languages are: Spanish, Chinese/Cantonese, Vietnamese, Korean, Tagalog, and Russian. (See Department Policy Directive OCR/OCO: 1-102 and Department Plan and Protocols).

1. The Department will periodically update this list to reflect current demographic patterns based on multi-year ACS data or the decennial Census. OVAE will apply such updates.
2. OVAE will develop a specific demographic profile of the language groups that must be provided access if and when OVAE targets specific documents and/or activities in specific language communities that require translation or interpretation for that specific audience.

D. Point of First Contact – Identification of LEP Individuals: OVAE staff at the point of first contact with an LEP individual shall make an initial assessment of the need for language assistance services, and shall procure such services if they are needed to effectively communicate with the individual. An individual's primary language will be identified and documented utilizing one or more of the following methods as appropriate:

1. Language identification poster displayed in the reception or intake area.
2. Verification of English language proficiency by a qualified bilingual staff.
3. Qualified interpreter.
4. "I Speak" Cards- An example of such cards from the U.S. Census Bureau is available at: <http://www.justice.gov/crt/lep/resources/ISpeakCards2004.pdf>.
5. Telephonic or video interpretation services.

6. Self-identification by the non-English speaker, LEP individual or companion.

To identify the individual's primary language by telephone, OVAE will rely on self-identification by the LEP individual. If there is confusion about the LEP individual's primary language, OVAE staff can use qualified bilingual staff members, the Department's Language Assistance Volunteers², or the telephonic interpretation service³ to attempt to identify the individual's language. To identify the individual's primary language by e-mail, OVAE staff may rely on self-identification by the LEP individual if that was provided by the individual.

- E. **Telephone Communication:** If the first-point-of-contact within OVAE does not know how to identify the language spoken by an LEP individual, she or he will use qualified bilingual OVAE staff members, the Department's Language Assistance Volunteers for assistance in non-critical or highly specialized oral communication, or the Department's telephonic interpretation service.

With respect to this last resource, the department has arranged for Voiance to provide interpreter services to all its principal offices beginning immediately. OVAE may access those services through a three-way conference call by calling **866/998-0338** and then entering the **account number 14691** followed by **PIN 6363**. This may be done while the person to be interpreted is on the line or in advance of returning someone's call who has requested information and requires an interpreter. Upon placing the call to Voiance, the person calling from OVAE will be asked to specify the language needing to be translated into English. After what is intended to be a short (15 second) hold, depending on the language and the demand, a connection will be made to an interpreter. Note, however, that while Voiance has arrangements with interpreters covering some 170 languages, an interpreter for each of those will not necessarily be accessible immediately and arrangements may be required before services are available, particularly for low-demand languages.

Communicating with an interpreter will proceed most smoothly and expeditiously if our patience is abundant and if we use clear, direct English and avoid jargon, slang, metaphors, and acronyms.

² The Department maintains a list of Department staff, Language Assistance Volunteers, who have volunteered to assist in communications and protocols involving languages other than English. The volunteers can provide assistance in some 30 languages. These volunteers can be called upon for informal, non-critical assistance in oral and written communications. (A list of these volunteers can be accessed at <http://connected.ed.gov/index.cfm?cid=906ECC3E-5C68-4298-9ED1-46B602D0AB0C>.) Unless other arrangements has been specifically coordinated through and agreed upon by Office of Communications and Outreach, (e.g., Office of Federal Student Aid's Spanish language assistance contract) official Department communications, such as letters or publications, in languages other than English should be coordinated through the Department's translation management services provided by the Office of Communications and Outreach's Editorial Policy, Publications and Printing Team.

³ The Department has a telephonic interpretation contract in place that every PO can use to obtain these services. Directions for use of this service can be found at: <http://connected.ed.gov/index.cfm?cid=906ECC3E-5C68-4298-9ED1-46B602D0AB0C>.

The interpreter will ask to greet both the OVAE originator and the LEP (Limited English Proficient party). This should be allowed, indeed, welcomed. OVAE then should provide the interpreter with a brief explanation of the call. OVAE should speak directly to the constituent or customer and not ask the interpreter to “Tell them x, y, and z.” The interpreter may need to request repetitions and to clarify either linguistic or cultural issues or both. This, too, should be allowed and welcomed.

At the end of the call there will be an opportunity to provide the Department with feedback about both positives and negatives during the interpretation through the COR, Edward Ohnemus (Edward.Ohnemus@ed.gov).

The cost to OVAE will be covered by the Department’s Budget Service, at least initially, since OVAE is not expected to make much use of interpretation. OVAE’s incurred cost will be tracked and reported. If OVAE becomes a substantial user (OCO, FSA, and OCR are the offices expected to be such users), OVAE will eventually be billed for actual usage.

OVAE will need to update the place on the OVAE website that announces the availability of interpretation. A language assistance notice has been developed in English and the six other most commonly used languages in the U.S. (Spanish, Chinese/Cantonese, Vietnamese, Korean, Tagalog, and Russian). OVAE must fill in its name, telephone number and email address as part of posting these.

- F. **In-person Communication:** OVAE staff will use language identification cards (*e.g.*, “I Speak Cards”) that invite LEP persons to identify their language needs to staff as appropriate. OVAE staff who may have contact with LEP persons will have available language identification cards.
1. If the LEP person's language cannot be identified using the cards, staff will access ED Language Assistance Volunteers to assist and/or telephonic interpretation services to identify the non-English language.
 2. If relatives, friends, acquaintances or neighbors are present with the individual, OVAE staff will inquire as to the primary language of the LEP person. OVAE is aware that family members, neighbors, friends, acquaintances, bystanders, and children should not be used to provide interpretation services. Among other reasons, using family, friends, or bystanders, could result in a breach of confidentiality, a conflict of interest, or an inadequate interpretation.
- G. **Staff Communication while in the field:** OVAE staff who provide agency programs and services while on-site in locations outside the Department and who need interpretation services that were not identified prior to the on-site visit will attempt to identify the LEP individual's primary language through the use of the language identification cards or other appropriate means. Staff thereafter will contact the agency office immediately through a telephone or cellular phone and ask for an available bilingual staff person in the non-English language or that the LEP individual will be transferred to a qualified ED

Language Assistance Volunteer or the contracted telephonic interpretation service provider.

- H. **Tracking/Reporting:** LEP persons shall be advised that they may choose either to secure the assistance of a competent interpreter, usually a qualified ED Language Assistance Volunteer as above, provided by the Department or of an interpreter of their own choosing at their own expense. OVAE staff shall record the primary language spoken by each LEP person and the type of language assistance provided during each encounter. This information should be reported to the OVAE's Language Assistance Working Group representative.

III. Language Assistance Measures

OVAE takes all reasonable steps to respond in a timely and effective manner to LEP persons who need assistance or information. To ensure that the language assistance services are accurate, meaningful, and effective, the mix of services (interpretations and translation) to be provided is determined on a case-by-case basis.

A. Oral Language Services (Interpretation)

1. Needed oral interpretation services will be provided by OVAE at no cost to the customer.
2. Generally, OVAE will arrange for oral language assistance to LEP customers in face-to-face and telephonic contact, through the use of qualified bilingual employees, qualified ED Language Assistance Volunteers, and contract interpreter services, including telephonic interpretation services, as appropriate.
3. OVAE will take all reasonable steps appropriate to the circumstances to ensure that it provides interpretation services only through individuals who are competent to provide interpretation services at a level of fluency, comprehension, and confidentiality appropriate to the specific nature, type, and purpose of the information at issue.
4. OVAE staff members will serve as interpreters or communicate in a language other than English with LEP customers only when the information can be effectively delivered to the LEP customer.
5. When there is a need for an outside interpreter, OVAE may seek interpreter assistance from other ED offices if appropriate or, if necessary, from certified professionals through the Department's Office of Communications and Outreach (OCO).⁴
6. OVAE will not require customers to provide their own interpreter services for OVAE contacts. Except in unusual circumstances, OVAE will not rely on family members,

⁴ OCO through the Department's contract for interpreter services will engage interpreters who have demonstrated their competence to interpret through certification or other means, and that they understand and follow ethical obligations emphasizing confidentiality, professional responsibility, and impartiality rules. See 2002 DOJ Guidance, 67 FR 41461-41464.

neighbors, friends, acquaintances, bystanders, and children to provide interpreter services.⁵

B. Written Language Services (Translation)

Vital documents are paper or electronic material that is critical for access to OVAE's services, programs, and activities, or contains information about procedures and processes required by law. Classification of a document as "vital" depends upon the importance of the program, information, encounter, or service involved, and the consequence to the LEP individual if the information in question is not provided accurately or in a timely manner. Documents that may be considered "vital" generally fall into two broad categories: specific written communication regarding a matter between an individual and OVAE; and, documents primarily geared towards the general public or a broad audience.

1. OVAE recognizes a distinction between specific written communication regarding a matter between an individual and OVAE; and documents primarily geared towards the general public or a broad audience.
 - a. With respect to specific written communication regarding a matter between an individual and OVAE, the purpose of translating such written communication is to provide the LEP individual with meaningful access to communication that is critical to understanding the matter at hand. OVAE will determine which specific written communications between an LEP individual and OVAE are "vital." If OVAE considers a document "vital" that document will be translated consistent with the "four-factor analysis" described in the 2002 Department of Justice guidance [67 FR 41455,41461-64 (June 18, 2002)].
 - b. With respect to documents intended for public outreach or a broad audience, OVAE translates vital documents into prominent languages other than English in those cases where a significant number or percentage of the customers served or eligible to be served nationally have limited English proficiency. (See Section II.C.) The Department and OVAE have prioritized the translation of written documents into Spanish, Chinese, Vietnamese, Korean, Tagalog, and Russian. At the present time, these are the top six languages spoken at home by LEP persons age 5 years or over according to American Community Survey (ACS) 2005-09

⁵ While an LEP person may look to bilingual family members or friends or other persons with whom they are comfortable for language assistance, in most situations the Department should have available Department supplied interpreter services. For example, family members may not be available when and where they are needed. Alternatively, an individual may feel uncomfortable revealing or describing sensitive, confidential, or potentially embarrassing family, or financial information to a family member, friend, or member of the local community. Similarly, there may be situations where the Department's own interests justify the provision of an interpreter regardless of whether the LEP individual also provides his or her own interpreter. For example, where precise, complete and accurate translations of information are critical, Department PO or C staff might decide that providing an independent qualified interpreter is necessary. (See 2002 DOJ Guidance, 67 FR 41462-41463.)

multi-year data. OVAE will also, as needed, include Arabic and Haitian Creole in its prominent languages for translations.

2. Vital Documents: OVAE will translate “vital documents” into the prioritized nationally predominant languages other than English. Such OVAE documents may include, but are not limited to:
 - a. documents that must be provided by law and
 - b. notices regarding the availability of free language assistance services for LEP individuals.
3. For larger documents, OVAE will determine whether a complete translation is necessary or whether translation of vital information contained within the document will suffice to provide adequate notice of the document’s contents. Thus, under some circumstances, a document may not need to be translated in its entirety.
4. As part of its process for determining on an ongoing basis whether new documents need to be made accessible for LEP individuals, OVAE will consider whether other vital documents should be translated into predominant languages other than English in those cases where a significant number or percentage of the customers served or eligible to be served nationally has limited English proficiency.
5. For those languages that are less predominant or where translations are not feasible, OVAE will advise LEP persons, in a language that they understand, whom to contact if they need assistance in understanding OVAE notices or documents, or communicating with OVAE staff so that the information can be provided orally.
6. Outreach Materials. All written materials published by OVAE for wide distribution to individuals and that are designed to explain information vital to understanding program benefits and services, will, at a minimum, be translated into Spanish, Chinese/Cantonese, Vietnamese, Korean, Tagalog, and Russian.
7. Process for Translation of OVAE Documents: Unless other arrangements have been specifically established with the Office of Communication’s and Outreach’s Editorial Policy, Publications, and Printing Team (EPPP), all OVAE publications to be translated shall be translated through EPPP. EPPP will manage translation services for all OVAE documents in requested languages, according to a policy that guarantees that translated publications receive the same high-quality review as publications in English. All decisions to translate publications must go through EPPP, which must approve all translations, and all translations must be completed through the three-part process outlined below. In addition, the EPPP is ED’s source of interpretation services for meetings, conference calls and similar activities.

Department's Translation Policy⁶

- a. After EPPP has approved a publication for translation, it sends the publication to a contractor, who is a certified translator, for an estimate of cost and time to complete the translation. At the same time, EPPP sends the publication to a second contractor, a reviewer, who is both a native speaker of the target language and an editor, for an estimate of cost and time to review the translation. When the translation is complete, this person will review it for linguistic accuracy and completeness.
 - The publication that is sent to the translator and reviewer must be the final version of the original publication because only this version may be translated. It would be a waste of time and money to send a publication out for estimate or translation that is not in its final version.
 - POs may send publications to their own translator, but this is not recommended unless the translator is a certified⁷ professional translator. Before contracting with a translator other than those recommended by EPPP, POs should discuss this option with EPPP's translation manager.
 - Before beginning work on a translation, the translator must receive a purchase order, signed by the PO's executive officer, for the amount of the estimate. Generally, it is OCO's translation manager who will transmit the completed purchase order to the translator. Payment is made upon certification of the completion of the translator's work by OCO's translation manager.
- b. When the translation is complete, EPPP sends the translation to the reviewer, who must receive a purchase order in the amount of the estimate before beginning the review. Actual payment is made upon certification by OCO's translation manager of completion of the reviewer's work. POs may not use a reviewer other than those approved by EPPP.
- c. When the reviewer has completed the review and the changes have been made to the copy (either by the reviewer or the PO), EPPP gives the manuscript to a Department employee (or other appropriate individual if no ED employee is proficient in the requested language) who is on the approved

⁶The Department's official policy for translating documents is governed by the Guide to Publishing at the U.S. Department of Education, posted at: <http://www2.ed.gov/internal/PubGuide.pdf>. Note that this policy is not intended to apply to written case-related communications between LEP complainants and OVAE staff who are fluent in the complainants' language.

⁷A certified translator is one whose competency is assured based upon professional qualifications. Appropriate professional qualifications include a Master of Arts degree in translation, or, accreditation from the American Translators Association, or other recognized accrediting body.

list of native speakers of the language in which the publication is written, for a final internal Department review. Only those employees or individuals approved by EPPP may be selected to review these translations. These employees perform translation reviews as part of their normal workload.

- The purpose of this final review is to ensure that linguistic expressions and the policies particular to the Department and the federal government have been translated according to the meanings intended in the original document. This second review also ensures that the document was completely translated and that the translated publication is of high quality.
- If the internal reviewer (or other appropriate individual) disagrees substantially with the external reviewer's draft, EPPP will ensure the two reviewers contact each other for the purpose of resolving their differences.

The PO incorporates the final changes. EPPP proofs minor changes, and the external reviewer proofs major changes. The document is then sent to print.

C. Notification of Availability of Language Assistance Services

The Department's main webpage will include information on the availability of public documents in languages other than English and this information will be included in the nationally predominant languages. Further,

- c. The OVAE ED.Gov Webpage will include information on the availability of oral language assistance in response to telephonic contact.
- d. OVAE's vital outreach documents (brochures, booklets, outreach information) will state in appropriate languages that language services are available.
- e. OVAE notices will include the following information:

Notice to Limited English Proficient Persons

If you have difficulty understanding English you may request interpreter services. These services are available free of charge. If you wish more information about interpretation or translation services, please call or contact:

George Alan Smith Or Peirce Hammond, OVAE
U.S. Department of Education
550 12th Street, SW
Washington, D.C. 20202
Telephone: 202-245-7759
FAX: 202-245-7837
Email: George.Smith@ed.gov or Peirce.Hammond@ed.gov

IV. Staff Training

- A. The Department's LEP Working Group will develop training materials that address the main components of the Department's LEP Directive and Plan. OVAE will supplement this training with information specific to its plan and procedures.
- B. OVAE will ensure that all OVAE staff members with potential contact with LEP individuals receive annual training on the Department's LEP plan as well as OVAE's plan. OVAE management staff should be aware of and understand OVAE's plan so that they can reinforce its importance and ensure its implementation by staff. The training module shall cover the nature and scope of language assistance services in light of OVAE's mission and program and the specific procedures through which each employee can access the services to provide all LEP customers with meaningful access to our programs and services. Staff with little or no contact with LEP persons need only be aware of a LEP plan. Training includes, but is not limited to:
 - 1. identifying the language needs of an LEP individual;
 - 2. how to track and maintain information about contact with LEP individuals;
 - 3. the Department's Employee Language Assistance Volunteer Program and Editorial Policy for Translation of Documents;
 - 4. working with an interpreter in person or on the telephone;
 - 5. accessing and providing language assistance services through bilingual employees, in-house interpreters/translators, or contracted personnel;
 - 6. tracking and entering the language proficiency of an individual in the Division's databases;
 - 7. duties of professional responsibility with respect to LEP individuals;
 - 8. interpreter ethics; and
 - 9. tracking the use of language assistance services.
- C. OVAE will include this training as part of the orientation for new employees so that they understand the nature and scope of language assistance services and the specific procedures through which such services can be accessed at the employee's work location.

V. Human Resources

- A. When considering hiring criteria, OVAE will assess the extent to which non-English language proficiency is necessary for particular positions or to fulfill the [PO's] mission. OVAE will consider language needs and inclusion of second language skills in recruitment, hiring, retention, performance appraisals, and promotion plans and criteria.
- B. When appropriate, OVAE will track the composition of existing staff and prospective employees by languages spoken and level of oral and written proficiency.
- C. When necessary, in light of OVAE priorities, OVAE will periodically conduct an assessment of non-English language capabilities and determine whether the hiring of employees with certain language proficiency would benefit the mission of OVAE.

- D. As needed, OVAE will set specific staffing goals when appropriate, such as: “When authorized to hire, OVAE may give attention to, or factor in, the hiring of bilingual professional staff.”

VI. Performance Measurement/Plan Evaluation

- A. OVAE’s Language Access Working Group Representative will annually assess the effectiveness of OVAE’s language assistance services by identifying the primary channels of contact with LEP community members (whether telephonic, in person, correspondence, web-based, *etc.*), reviewing the information submitted by staff about the non-English languages encountered; reviewing OVAE programs and activities for language accessibility, reviewing plans and protocols, reviewing the annual cost of translation and interpreter services, and consulting with outside stakeholders as appropriate. The OVAE representative will periodically brief OVAE’s senior management on his/her assessment of the OVAE’s success in providing meaningful access to OVAE programs and services to its LEP customers.

- B. Plan and Procedures Modifications

OVAE staff will participate on the Department’s Language Access Working Group and shall assist the Working Group in monitoring the implementation of our plan.

Further, OVAE will take affirmative steps to implement necessary modifications for improving quality and timely access to its programs, services, and activities by LEP persons, and to ensure timely and consistent implementation of this Plan’s terms.

- C. The Department establishes and maintains a Language Access Working Group that is responsible for implementing the Department’s Policy Directive (OCR/OCO Policy Directive: 1-102). OVAE staff members will participate on the Department’s Language Access Working Group and will also assist the Working Group in monitoring and evaluating the implementation of this OVAE Plan and the Department’s Directive and Plans and Procedures, as requested.